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ABSTRACT

A sample of 30 instructors nominated as effective teachers to the Piper Foundation and 31 randomly selected control instructors from the same 14 Texas colleges were evaluated by students, former students, administrators, peers, and the instructors themselves. The research instrument incorporated ten sets of characteristics expressed as polar opposites and used a seven-point rating scale. The perceiver groups rated the Piper group higher than the controls on 44 of 50 dependent variables. Ratings of administrators and former students were more nearly alike than they were like other perceivers' ratings and peers tended to rate instructors more like the instructors rated themselves than like any other group. Administrators tended to give controls relatively low ratings. Both groups received relatively low ratings on the sets "original--stereotyped," "student-centered--autocratic," and "probing--cursory"; but both received relatively high ratings on the sets "knowledgeable--limited" and "responsible--evading." All perceiver groups tended to rate both groups highly on the scale; on the seven-point scale, the mean rating of all 50 variables fell within 5.0 and 6.7. The qualities "original," "stimulating," "adaptable," "student-centered," and "systematic" seemed more important in separating the more from the less effective teachers than "knowledge." Implications for selection and evaluation are discussed. (MB)

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PERCEPTIONS OF THE PERFORMANCE OF
COMMUNITY COLLEGE FACULTY

Dissertation Research Findings

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By

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May 1979

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For a doctoral dissertation, the author studied perceptions of faculty performance in the community college. The sample completing the study, from 14 community colleges in Texas, consisted of 30 subject instructors who were nominated as effective teachers to the Minnie Stevens Piper Foundation and 31 randomly selected control instructors from the same 14 colleges.

The purpose of the study was to compare perceptions of performances of community college faculty as perceived by students, former students, administrators, peer instructors and the instructors themselves. The objectives of the study were the following:

- (1) to identify categories of instructor behaviors¹ that effectively promote student learning, particularly in the community college;
- (2) to utilize the categories of instructor behaviors that are identified in the construction of a valid instrument for measurement of perceptions of performances of community college faculty;
- (3) to use this evaluation instrument to discover differences in perception of community college instructors' effectiveness, as seen by the instructors themselves, their

¹Terms behaviors and characteristics are used interchangeably in article because this was true in the literature this author researched.

- students, their former students, their peer colleague instructors, and their administrative superiors; and
- (4) to determine whether there are significant differences in the various perceptions with respect to previously identified "effective instructors" compared to a randomly selected sample of other instructors.

Relevant literature was reviewed and characteristics effective in promoting student learning identified. Using these characteristics, an evaluation instrument was designed, based on findings of Ryans (10), Gage (4), Rosenshine and Furst (9), Lees (7), and Kansas State University (8). This instrument, shown on the following pages, incorporated 10 sets of characteristics expressed as polar opposites and utilized a seven-point Likert-type rating scale. In hopes of preventing discrepancies by perceivers in perceptions of the 20 characteristics, each characteristic was identified on the instrument. In hopes of promoting careful thought in evaluating, the more desirable behaviors were alternated from left to right on the instrument.

The 10 sets of characteristics as rated by the 5 different perceiver groups became the 50 dependent variables in the study. An open-ended question was included in the evaluation instrument in an effort to determine behaviors other than those on the instrument which are thought to promote effective community college teaching.

It was hypothesized that (1) there would be significant differences in mean ratings given to Piper instructors by the

five sets of perceivers on the ten sets of characteristics on the evaluation instrument; (II) there would be significant differences in the mean rating given randomly chosen instructors by the five sets of perceivers on the ten sets of characteristics; and (III) there would be significant differences in the mean ratings given to Piper instructors and to the randomly chosen instructors by each of the five sets of perceivers on the ten sets of characteristics.

Every effort was made to assure anonymity of the evaluators. The forms were coded by color and by number. Ten former students were picked at random--every second student on class rolls of the past year to two years--for each instructor evaluated. The instrument with cover letter was mailed to the former student, who returned the evaluation to the researcher. Either college personnel other than the instructor being evaluated or the researcher administered the evaluations of the ten present students, also chosen at random by seating or by class roll. All instructors and administrators were given envelopes to return their evaluations to the researcher. None of the evaluators were told whether the instructor was a Piper or a control.

Once the data were collected, they were subjected to the following analyses to test the hypotheses: (1) ANOVA tests in which the mean ratings by the five perceiver groups for the Pipers and the controls were compared to determine significant differences (level of significance set at .05 Alpha level, with .10 or less considered approaching significance); (2) Paired T-tests;

and (3) Discriminant analysis.

In addition, responses to the open-ended question were recorded. Independent variables were then computed, which were as follows: (1) Academic degrees of instructors; (2) Teaching assignments by courses taught; (3) Teaching assignments by program of college; and (4) Teaching experience--a. in community colleges, b. in public schools, c. in universities, d. student teaching during academic training, and e. total years of experience.

Findings

Using ANOVA analysis, when the mean ratings for the subjects and controls were compared by perceiver groups, the Pipers rated higher than the controls on 44 of the 50 dependent variables. Three of the perceiver groups rated Pipers and controls significantly different to satisfy the .05 criterion on some variables and two of the groups, although rating them somewhat differently, did not rate them differently enough to satisfy the .05 criterion of significance. Neither the peer instructors nor the students of the Pipers and controls rated the two groups significantly different on any of the ten categories; however, one should not ignore the fact that 6 of the 10 means of the peer ratings and all 10 means of the student ratings were higher for the Pipers than they were for the controls. All 10 of the administrators' and the former students' mean ratings were also higher for the Pipers than for the controls. In instructors' ratings of selves, 8 of the 10 means were higher for the Pipers than for the controls.

In paired T-tests, mean ratings for the Pipers and for the controls were compared in pairings of perceiver groups. By the T-test, differences in perceivers' views of Pipers satisfied the .05 criterion as significant on 7 pairings and satisfied the .10 criterion as approaching significance on an additional 10 pairings. In these same tests, differences in perceivers' views of controls satisfied the .05 criterion on 20 pairings and satisfied the .10 criterion as approaching significance on an additional 10 pairings.

Results of the ANOVA and paired T-tests were used to test the hypotheses with the following results: There were significant differences in the mean ratings given by perceiver groups to the Pipers in 6 of the total 10 pairings. The four pairings that failed to produce significant differences in ratings were present students' ratings with Pipers' self ratings, present students' with administrators' ratings, former students' with administrators' ratings, and peers' ratings with Pipers' self-ratings.

In the mean ratings given by perceiver groups to the controls, there were significant differences to satisfy the .05 criterion in 7 of the total 10 pairings. The 3 pairings that failed to produce significant differences were students' ratings with controls' self-ratings, former students' with administrators' ratings, and former students ratings with controls' self-ratings.

These results of ANOVA and paired T-tests proved the hypotheses valid or invalid as follows:

Hypothesis I was accepted as valid for 6 of its minor hypotheses and rejected as invalid for 4 minor hypotheses.

Hypothesis II was accepted as valid for 7 of its minor hypotheses and rejected for 3 minor hypotheses.

Hypothesis III was accepted as valid for 3 of its minor hypotheses and rejected for 2 minor hypotheses.

The ratings of administrators and former students were more nearly alike than they were like the other perceivers' ratings. Peers of both Pipers and controls tended to rate them more like the instructors rated themselves than like the other perceivers rated the instructors. Present students' ratings tended to fall between the aforementioned two pairs' ratings; but in rank ordering of the characteristics for both subjects and controls by mean ratings, present students' ratings were more nearly like the administrators' and former students' ratings.

Past students and administrators rated the Pipers and controls with a wider range in differences than did the other perceivers. Present students, former students, and administrators rated the two groups very much alike in rank order of characteristics by means. This tends to verify Centra's findings that peer ratings are less reliable and more lenient than student ratings and that self ratings are sometimes lower, sometimes the same, but usually higher than student ratings. ()

Close consideration of T-test findings reveals notable differences in perceivers' views. Pipers were not rated significantly different, as seen by the various groups of perceivers, on the behavior sets I. Original - Stereotyped, C. Stimulating - Dull, and E. Adaptable - Inflexible. There were also no significant

differences for Pipers on the set J. Systematic - Disorganized, although the difference approached significance twice. There was one pairing with a significant difference for F. Student-centered - Autocratic. The controls' ratings were quite different. In their ratings, more differences in perceivers' views occurred in the behavior set I. Original - Stereotyped than in any other set, followed closely by set C. Stimulating - Dull and then by sets F. Student-centered - Autocratic, E. Adaptable - Inflexible, and J. Systematic - Disorganized. All these sets had significant differences in at least three pairings for the controls. One might relate these findings to Lancaster's definition of creativity. Lancaster said the creative person is original, flexible, stimulating, motivating, self-confident, and devoted to effort. (6;140-9)

In summation, the most difference in characteristics of the Pipers and controls, according to the ANOVA tests, was in the set I. Original - Stereotyped. Administrators, students, and former students rated subjects and controls more differently on this behavior set than on any of the other nine sets, and the difference was second highest in the ratings by peer instructors. In the paired T-tests, more significant differences in ratings given the controls occurred in this behavior set than in any other set. In the discriminant analysis, the same set, original - stereotyped, was the variable having the most discriminatory function between the ratings given the two groups by administrators, students, and former students.

Differences were also great between ratings for Pipers and controls on the set H. Knowledgeable - Limited, especially as perceived by administrators, students, and former students. Administrators and former students agreed also on set C. Stimulating - Dull as being an important category of difference. Still another important trend was that Pipers tended to rate themselves lower on the characteristics D. Probing - Cursory, H. Knowledgeable - Limited, and J. Systematic - Disorganized than other perceiver groups rated them. The controls rated themselves lower than the other perceivers did on only one set: D. Probing - Cursory.

In order to provide a graphic summary of the mean ratings by various perceiver groups, the exhibits on the following pages are presented. These exhibits are intended to give the reader a visual grasp of such tendencies as these: (1) the relatively low ratings given by the administrators to the controls; (2) the relatively low ratings given to both Pipers and controls on such sets as original - stereotyped and probing - cursory; (3) the relatively high ratings given to both Pipers and controls on such sets as knowledgeable - limited and responsible - evading; (4) the relatively broad range of mean ratings for the controls, compared with the range for the Pipers; and (5) the total range of mean ratings for each group falling between 5.0 and 6.7, although a 7-point evaluation scale was provided the perceivers.

Replies to the open-ended question were interesting.

Administrators listed as the most important characteristic (to add to the evaluation instrument) "cooperation and rapport with peers" and gave much importance also to "pleasant personality and communication skills," "motivation," "scholarship," and integrity. Students and former students in their ratings gave most importance to "pleasant classroom atmosphere and delivery style" and "pleasant, stable personality." Both student groups ranked as third in importance to add to the instrument "student-centered and available to students" even though student-centered was a variable on the evaluation form. The fourth most important suggested addition, both groups felt, was "fair testing, grading and distribution of work." The instructors who were being evaluated wished to add "concern for student" and "dedication to work and the college."

From a study of the answers to the independent variables, it was found that the Piper instructors had an average of 61.7% more experience in teaching than the control instructors, that Pipers' community college experience averaged 36% more than the controls', and that Pipers averaged two more months in student teaching during academic training than controls averaged. 87.5% of the controls taught in the "academic" program of the college, and the other 12.5% of controls taught in technical-occupational programs. 78.3% of the Pipers taught in the "academic" program, and the remaining 21.7% taught in technical-occupational programs.

Conclusions from the Findings

Several conclusions have already been drawn which partially satisfy the four objectives this research sought to accomplish. Beyond these findings, however, are significant factors that warrant further contemplation.

First, one would note that all the perceiver groups tended to rate the instructors, both Pipers and controls, high on the scale. On the seven-point scale, the mean rating of all the 50 variables fell within the area of a two-point range--all above 5.0. This confirms the frequently observed tendency to use only the upper part of a typical rating scale. This suggests that one should consider ratings in relative rather than absolute terms and interpret them differently; for example, when all 50 mean ratings are above 5.0 on a 7-point scale, then a rating of 5 becomes undesirable to the person rated.

Of special interest is the fact that students' ratings were higher than those of ex-students on all 10 categories of Pipers' ratings and 9 of the 10 for the controls. This was true even though the researcher went to great lengths to assure anonymity of the raters. Is there something about ex-studenthood that lowers one's evaluations of instructors?

Because administrators and peers in most schools in the study knew who the Pipers and controls were, some might conjecture that the halo effect played a significant role in producing the differences in ratings. But, the former students definitely did not know whether the instructors were subjects

or controls. The former students rated the instructors very much like administrators rated them--the Pipers higher than controls, with rank orders of variables very similar. The present students rated the Pipers higher on all then sets of characteristics than they rated the controls, and the rank order of their mean ratings was very similar to former students' and administrators' rankings.

One might wonder why the ratings of Pipers and controls by peer instructors were so much alike, and even higher for the controls than for the Pipers on 4 of the 10 categories. Jealousy might be a factor, but it is an unknown quantity. Peer ratings in this study were not only the most "inflated" but also the least discriminating between Pipers and controls. Certainly the findings of this study indicate that because of lack of knowledge of peers classroom behaviors and lack of information about each other, generally instructors cannot adequately evaluate their peer instructors.

It is possible that instructors felt more inadequate on the behavior sets D. Probing - Cursory and J. Systematic - Disorganized than other perceivers felt them to be because they and other perceivers view their role differently. Perhaps, also, there is a legitimate need for more training toward fostering growth in these traits for better teaching. Or, this study indicates that training should teach the importance of combining creative approaches with systematic and probing classroom methodology.

It was evident from the ratings that all of the perceiver groups saw the need for more creativity, more probing as

distinguished from cursory instruction, and more student-centered teaching; or at least the ratings were lowest in these categories. The highest ratings were in the categories of knowledge, responsible behavior, fairness, and kindness.

Replies to the open-ended question give credence to the thought that perceivers view the instructors' role differently. Administrators and peers gave more emphasis to instructors' rapport and cooperation with peers and administrators than did the other perceivers. Students and former students stressed so much the importance of pleasant, stable personalities and pleasant classroom atmosphere and delivery techniques that perhaps instructors should be evaluated on these behaviors/traits. Another thing that concerned the students and former students was fairness in testing, grading, and work distribution. Are teachers trained thoroughly in preparing tests, in grading methods, and in preparing course syllabi? Do personalities make a difference? Is a personality that is suitable for teaching as important as rapport and cooperation with peers--and can an evaluation instrument discern this? The conclusion is that more research should be devoted to the construction of valid evaluation instruments. The evidence in this study would suggest somewhat different instruments for various perceiver groups. Several peer instructors and administrators wrote comments on the evaluation instrument that would support this idea.

It would seem, also, that experience in student teaching should be required for those who will teach in the community

college. But most important, these teachers should be trained in creative methods that meet the needs of community college students. This study has indicated that experience both in student teaching and in the community college is related to effectiveness, although it may not necessarily be a causal relationship.

Implications for the Community College

What does this study say to the community college about selection of teachers, about evaluation of teachers, and about in-service education for teachers?

Before any of these tasks can be accomplished effectively, one must know what to look for in the teacher. The review of research on relationships between teaching performance and student learning identified ten categories of teacher performance that are promising enough to merit attention of community college administrators. It is suggested that these ten categories be considered the basic elements for starting points for teacher selection, evaluation, or in-service education.

In adding to the ten basic categories, situational differences among institutions should, of course, be considered. Every effort should be made to employ a person with an optimum combination of the qualities represented in the ten basic categories; then, additional criteria, such as bilingual skills where desirable, might be considered. This study also suggested that some other criteria be considered in setting up employment, evaluation, and training systems (See responses to open-ended questions).

The findings of this study indicate that knowledge of subject matter was not the most important concern of the perceivers. The study does indicate, however, that while all characteristics on the evaluation instrument are important for the teacher, the qualities original, stimulating, adaptable, student-centered, and systematic may be most discriminating in separating the more effective instructors from the less effective instructors. Most of these qualities are those of which creativity is comprised.

Lancaster indicated that the creative person is original, flexible, stimulating, motivating, self-confident, and devoted to effort. (6; 180-191) Draper said, "Creativity is the human quality of imagination and capability for extraordinary effort that brings new and significant things into existence (a new way of doing something or a way of doing something new)."(2)

Kahlil Gibran expressed the idea,

No man can reveal to you aught but that which already lies half asleep in the dawning of your knowledge. The teacher....gives not of his wisdom but rather of this faith and his lovingness....If he is indeed wise he does not bid you to enter the house of his wisdom, but leads you to the threshold of your own mind....For the vision of one man lends not its wings to another man. (5; 56-57)

Gibran is saying that the effective teacher seeks to find the student's need, to meet this need at the maturation level of the student's knowledge, and to create desire within the student to explore and to grow in knowledge. The effective teacher seeks not so much to impart knowledge as to creatively stimulate the student to open "the threshold of"--the student walking into--

the student's own mind to explore and create his own visions, to strive toward self-fulfillment.

Taylor indicated that the teacher must probe for recognition of what is beyond that "threshold" of the student's mind if the teacher would teach so that the student could learn. He said,

When you drop the word education and think entirely of teaching and learning, it when becomes necessary to look at teaching from the point of view of the student, to look at it from within his consciousness, just as a composer in writing a score has in his mind the sounds that will be produced and the way the sounds will be heard. This does not mean he writes only for his listeners, but that the sounds are not in the score, they are in his listeners, including himself as listener. (11; 189)

The teacher must probe in order to challenge the student to express self so that the teacher may know what is within that student's thoughts--to coordinate the "sounds" that are within the teacher with those that are within the student. The probing, creative teacher is necessary.

When all these thoughts are considered, the community college must look for the teacher who has the creative spirit that seeks to find ways to inspire the student to become involved in education to the point of putting forth effort to learn, to become creative. Several former students wrote notes on the evaluation instrument, one even wrote a three-page letter, about teachers who had helped them to become so involved in the courses that the students had expended much effort and had created projects and curriculum of value not only to the creators but to the school and other students. These teachers knew how to "develop the capacity for extraordinary effort."

How will the community college attain these creative teachers? Originality and creativity are traits that are not easily brought about if one does not have them at the time of employment, so it would seem that a high priority should be given to them by personnel officers. Indeed, it is essential that these administrative personnel recognize the difficulty in bringing about fundamental change in human beings and that initial selection of teachers is crucially important. Therefore, community colleges have a need for research into developing employment application/information processes that will aid in identifying effective instructors. It is suggested that employers start with the ten basic categories of behavior identified in this study, and add to them any categories important for the particular situation. For example, there are available tests for measurement of creativity from which questions could be adapted for use by the enterprising personnel department.¹

Once instructors are employed, how will community colleges evaluate teachers' performance? The instrument used in this research was found to be useful in discriminating between instructors who were considered to be effective and those who were randomly identified; however, findings in the study would indicate that it would not do the total job of evaluation. Administrators' and peer instructors' thoughts on the open-ended question

¹American Psychological Association's Standards for Educational and Psychological Tests and Mental Measurements Yearbooks may be found in major university libraries. They are helpful in evaluations of tests, and in offering lists of tests and reviews of same.

relate the need, perhaps, for somewhat different evaluation forms for students and former students than for administrators and instructors. In fact, findings indicate that peer instructors' evaluations are questionable, and therefore, this researcher suggests that evaluations include only ratings by the other four perceiver groups.

Findings suggest that the evaluation form used by students and former students be somewhat different from the forms used by administrators and instructors themselves. The instrument developed in this study has been proved by the study to distinguish between teachers known to be effective and those teachers chosen at random. Because of this, it is suggested that this form be utilized. Responses to the open-ended question, however, would suggest that perhaps a broader spectrum of characteristics would be considered and included in an instrument. A rating instrument to be used by administrators for evaluating instructors and by instructors for evaluating themselves would include opportunity for responses about a teacher's rapport with peers and administrators, a teacher's dedication to education, and a teacher's motivation. Students and former students would prefer to be able to evaluate instructors on course content, on practices of testing and grading, and on work distribution. There was enough emphasis on a pleasant, stable personality to suggest that this trait might be included in both evaluation instruments, assuming that one instrument is used by administrators and instructors and that another instrument is use by students and former students.

Who evaluates? As has been indicated above, peer instructor evaluations are not recommended for reasons stated. Of importance also, this study indicates that more emphasis than in the past should be placed on former students' evaluations. They proved highly useful, and the former students involved in this study cooperated gladly, it seems. Quite a few wrote notes with their evaluations; some to apologize that the evaluations were returned a few days "late"; several commented they were glad to evaluate the instructor; several wished the researcher luck in the study. One remark, however, was quite poignant for the reader--"If all my instructors were as kind, understanding and knowledgeable as this instructor, I would still be in school." Yes, former students. should definitely be evaluators.

Present students should evaluate, particularly when evaluations are used for formative purposes. The instructors' self-evaluations may be beneficial for self-assessment, for course improvement, and for personal growth. In fact, all ratings by the four groups of perceivers should be utilized for growth and quality instruction. This may be done in in-service education.

What are the implications for in-service education? It is first assumed that suggestions concerning careful selection of instructors made above have been heeded. How many of the ten sets of characteristics can be affected by training? How may a teacher be taught to be student-centered?, flexible?, original?, systematic?, impartial?, probing?, stimulating? Are these characteristics so much a part of the personality that they cannot be changed?

It is recognized that some characteristics more than others can be readily affected by in-service training. However, this writer assumes a posture of optimism and advocates a system of in-service needs assessment and program planning that does not neglect any of the ten sets of characteristics or others that are considered important in a given community college.

For example, the subjects and controls rated themselves relatively low on probing and on systematic behaviors, as did the other perceivers. Surely, these behaviors can be taught. Flanders said, "...there are certain essential teaching skills to be learned such as responding to the ideas pupils express, and learning to classify, pace, and use different kinds of questions." Is the Socratic method teachable? Is it more important that a teacher learn to voice a truth or that the teacher learn to voice a question so challenging that the student leaves the classroom desiring intensely to find a truth? A wise teacher may be taught that "he is an instrument to draw out and develop the best in his students..."

Creativity is harder to teach, but in effective in-service education programs, creative methods may be demonstrated. It is easier, probably, to hire creative instructors than to train them to be creative; it is certainly easier to give prospective teachers student teaching experiences while in academic training than to compensate for the lack of expertise once the teacher is employed. Nevertheless, for the community colleges to profit most from their employees and produce more quality education, this study indicates

that more research is needed into training methods that would produce creative instructors.

Student-centeredness is undoubtedly difficult to train into instructors; however, in-service training programs can develop techniques that should help instructors to recognize individual differences in student groups and to deal with those differences effectively. Autocratic instructors can also be taught skills through which students are productively involved in making important decisions concerning their education. Through experiencing success in meeting individual student needs and involving students in decision-making processes, instructors might well develop more concern and become genuinely more "student-centered."

Indeed, this study indicates that more research is needed in methods that would produce the teacher who possesses the characteristics proven effective for teaching. Although this study has not been a study of learning produced, it has been a study of teacher characteristics said by other researchers to be effective in producing learning. This study has shown that teachers known for their effectiveness possess these characteristics, as rated by perceivers, more than other teachers chosen at random. It is suggested, then, that research be aimed at methods of training and in-service education that would foster growth of these characteristics in teachers.

Indeed, the community college faces a great challenge in planning for effective in-service education. It is challenged to help its teachers become.

. . . teachers who present the intrinsic challenge of learning as the major motivating influence in the academic lives of students; teachers who like ideas and students more than they like "teaching"; teachers who have a deep and pervasive identification with their discipline and the curiosity to know more, and who share these qualities openly and generously with their students. These are the important conditions for learning, and therefore, for teaching the young adult. (3; 244)

The important message that a sound instructional program in a community college can be planned systematically may be derived from this study. Research-based teacher behavior categories and several different perceiver groups may be used in the assessment of needs. The instrument developed and used here could well provide the starting point for the entire process of selection, evaluation, and in-service education. Modification would be made to meet institutional needs, of course, and the program that is developed must reflect the complexities inherent in such an effort.

Suggestions for Further Research

1. This study involved a relatively small number of community colleges in a limited geographical area. Before generalizations are made that are intended to apply to community colleges in general, the study should be replicated in other institutions on a much larger scale.
2. This study employed an instrument that was developed using the best known research on teaching and learning at all levels of instruction, including the community college level. More research is needed, at that level specifically, since much of the most reputable research has been done at the elementary and secondary levels.

3. The instrument developed for this study, based on Ryan's approach, employs polar opposites on a seven-point scale. It would be interesting and valuable to compare the findings of this study with results achieved with an instrument employing a different format.
4. It would be useful to replicate the present study in other types of institutions, such as secondary schools and senior colleges.
5. It would be useful to develop from this study evaluation forms incorporating data gained from the open-ended question, related herein to be used in recruitment, teacher evaluations, and in-service education of teachers.

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APPENDIX

Exhibits and Tables

EXHIBIT 1

EVALUATION OF TEACHER BEHAVIORS

Note: You are not to sign this evaluation form. Neither your name nor the name of the instructor whom you are rating will be revealed at any time.

DIRECTIONS:

To evaluate an instructor on the characteristics in A through J below, first read the definitions at the two ends of the scale. After you have read the definitions, circle the number on the scale from 1 to 7 that in your opinion best describes the instructor. In Example I below, the number 6 has been circled, indicating that the rater regards the teacher who is being rated to be quite attractive in appearance. If the rater had considered the instructor to be extremely unimpressive in appearance, then a rating of 2 or 1 would have been appropriate. A rating of 4 would indicate a point midway between the two extremes, and a 3 or a 5 would be slightly below or above the midpoint. If you feel you are unable to judge the instructor on a particular set of characteristics (as in Example II below), then circle the N.

Example I: Unimpressive 1 2 3 4 5 6 7 N Attractive

In the example above, the number 6 is circled to indicate that the instructor is much more attractive than unimpressive in appearance.

Example II: Restricted 1 2 3 4 5 6 7 N Understanding

In Example II above, the N is circled to indicate that the rater feels she/he cannot evaluate the instructor on those behaviors.

Now you are asked to rate the instructor, whose name appears on the attached slip, on the ten sets of characteristics that are provided.

EVALUATION

A.	<u>Kindly</u> 1 2 3 4 5 6 7 N <u>Harsh</u>
(concerned for students; understanding; gives students deserved compliments; is helpful, caring, humanitarian)	(cross; curt; fault-finding; sarcastic; belittles efforts of students; is rejecting, disapproving toward students)

- B. Fair 1 2 3 4 5 6 7 N Partial
 (praises or criticizes on facts, (shows prejudice toward some
 not hearsay; treats students groups or individuals; gives
 equally; allows students to special advantages or more
 explain views, is impartial) attention to some)
-
- C. Dull 1 2 3 4 5 6 7 N Stimulating
 (uninteresting; monotonous; (interesting; holds atten-
 lacks enthusiasm; shows little tion of students; provokes
 skill in presenting materials thinking; enthusiastic;
 or motivating students) challenging)
-
- D. Probing 1 2 3 4 5 6 7 N Cursory
 (asks varied questions to (hurried or superficial in
 promote thinking; examines presentations; doesn't aim
 thoroughly; helps students for depth of learning; gives
 analyze, evaluate, and tests that contain mostly
 synthesize course material) trivial questions)
-
- E. Inflexible 1 2 3 4 5 6 7 N Adaptable
 (rigid in conforming to routine; (flexible; individualizes
 has trouble modifying explana- materials and adapts activ-
 tions or activities to meet ities to students' needs; is
 classroom situations; does not always alert to need for
 adapt materials to individuals) clarification of points;
 meets unusual situations
 competently.
-
- F. Student-
centered 1 2 3 4 5 6 7 N Autocratic
 (responsive to students; (unyielding; discourages stu-
 encourages and builds on student dent opinion or participation;
 ideas and questions; guides interrupts students although
 without being mandatory or their discussion is relevant;
 domineering) exercises absolute authority)
-
- G. Evading 1 2 3 4 5 6 7 N Responsible
 (avoids making decisions; passes (conscientious; punctual;
 the buck; doesn't give students thorough; maintains standards;
 enough help; doesn't insist on makes needed decisions; gives
 individual or group standards) definite directions)
-

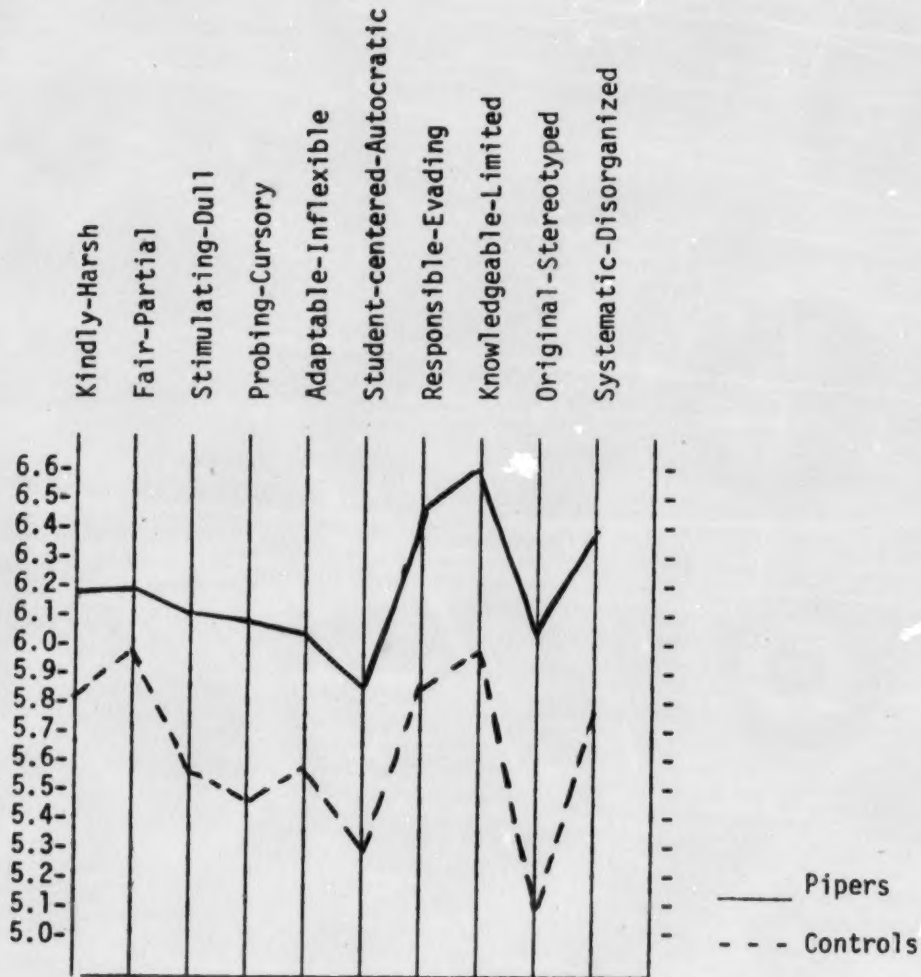


EXHIBIT 2
MEAN RATINGS OF COMMUNITY COLLEGE INSTRUCTORS
BY ADMINISTRATORS

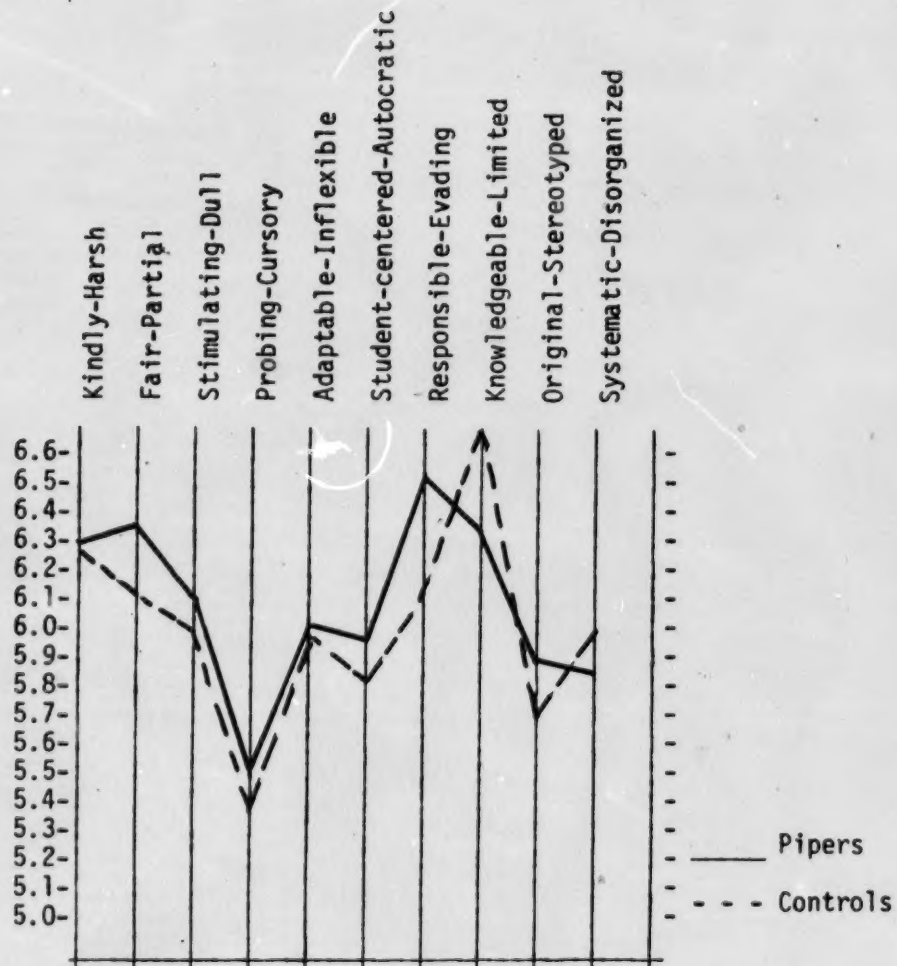


EXHIBIT 3

MEAN SELF-EVALUATIONS OF COMMUNITY COLLEGE INSTRUCTORS

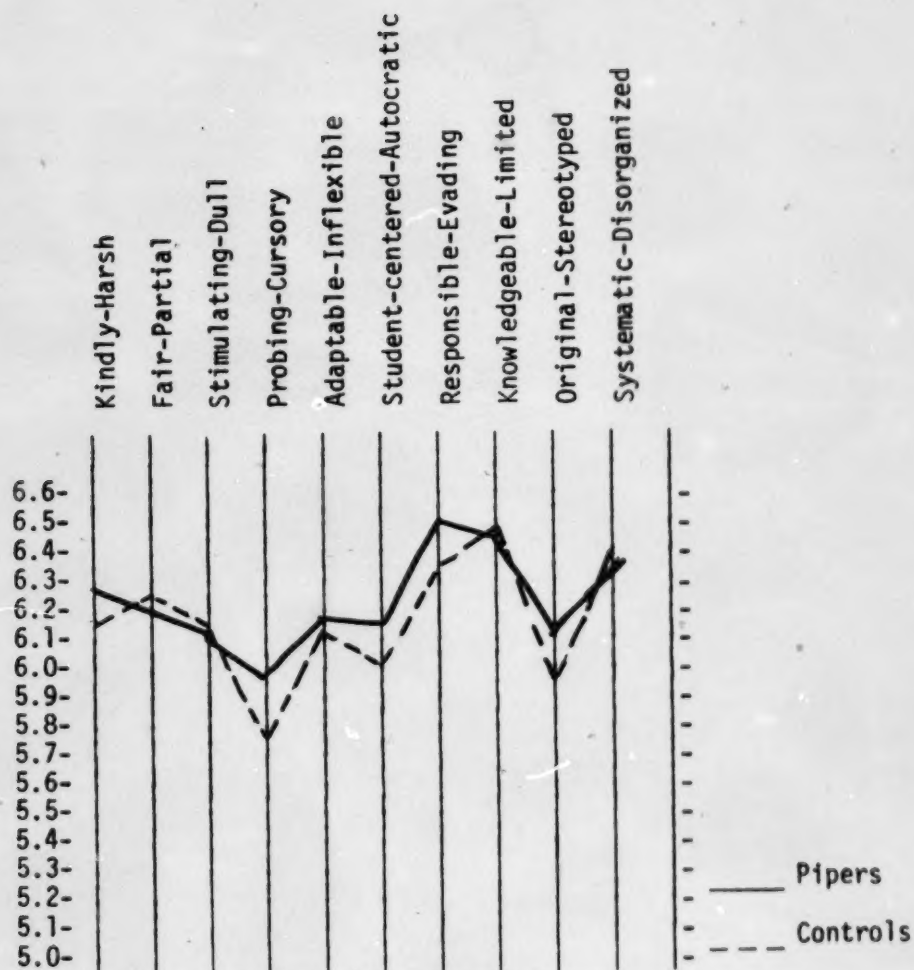


EXHIBIT 4

MEAN RATINGS OF COMMUNITY COLLEGE INSTRUCTORS BY PEERS

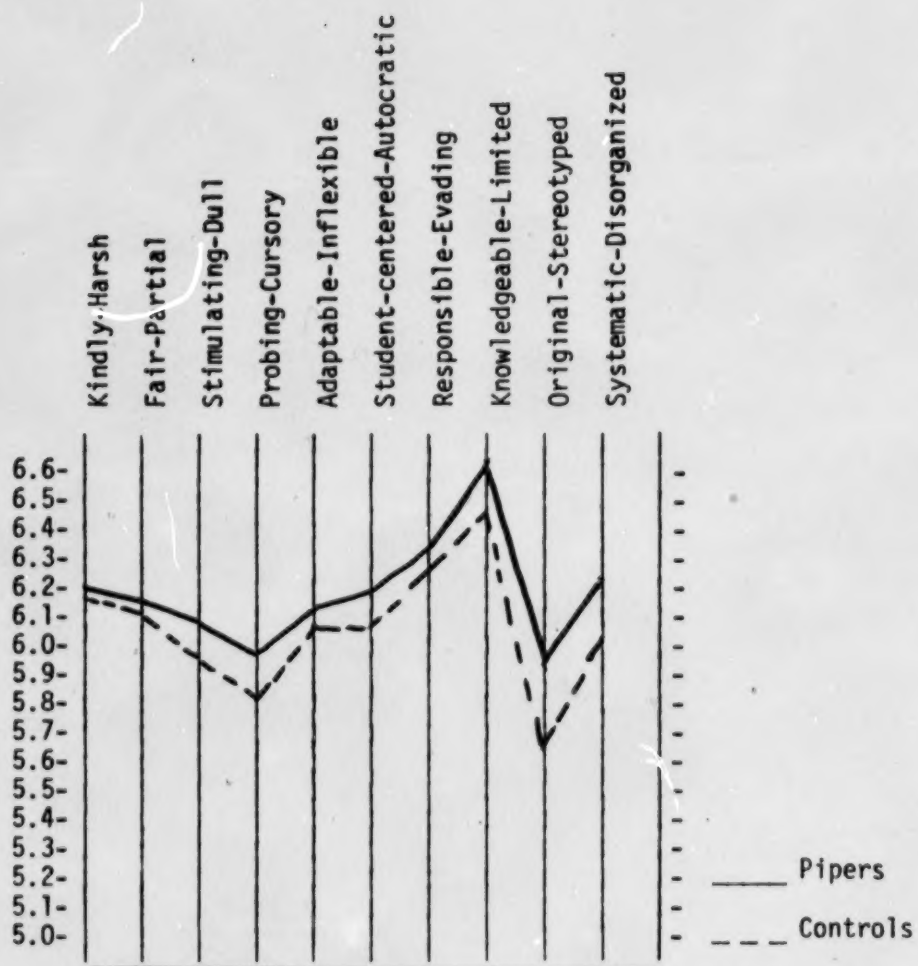


EXHIBIT 5

MEAN RATINGS OF COMMUNITY COLLEGE INSTRUCTORS BY STUDENTS

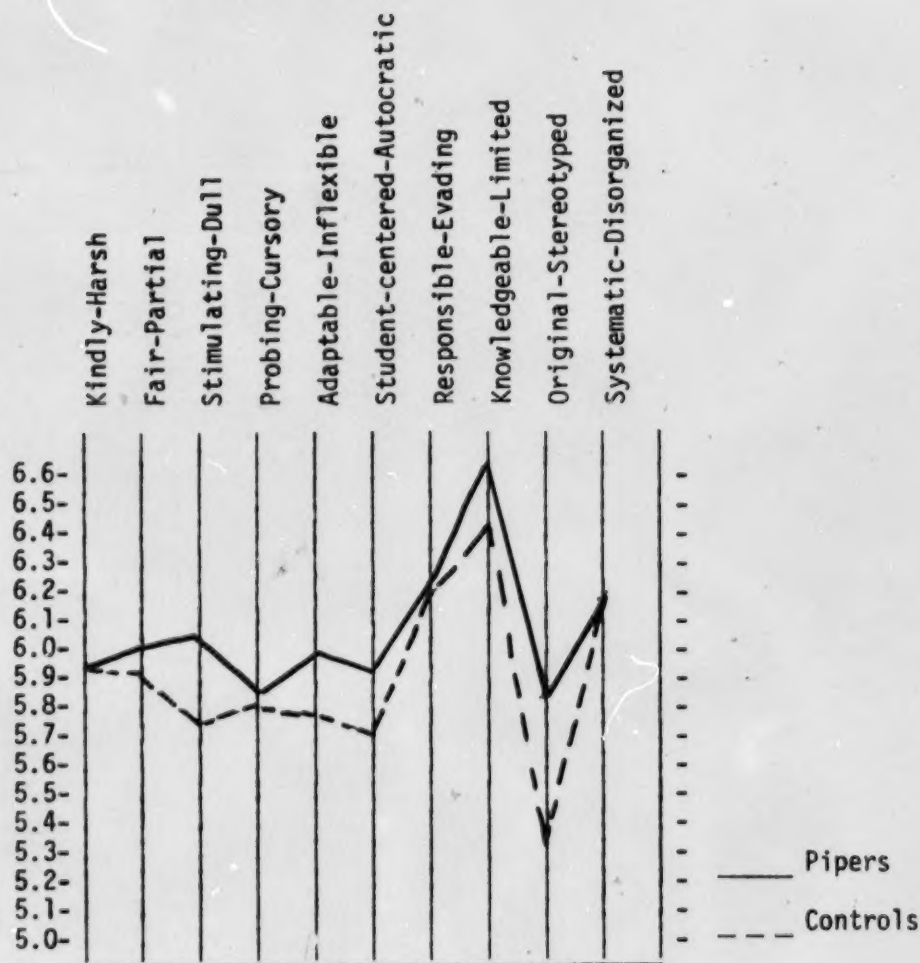


EXHIBIT 6

MEAN RATINGS OF COMMUNITY COLLEGE INSTRUCTORS
BY FORMER STUDENTS

TABLE 1

COMPARISON OF SIX STUDIES OF TEACHER EFFECTIVENESS CHARACTERISTICS

Characteristic	Ryans	Rosenshine-Furst	French	Lees	Kansas State	Gage
Kindly	understanding, kindly	absence of disapproving, rejecting behavior		humanistic		warm
Fair	fair			course evaluation	fair	
Stimulating	stimulating	enthusiastic	stimulating	skills in presenting	stimulating, challenging	enthusiastic
Probing	broad	varied levels of questions				
Adaptable	adaptable	variable, flexible		flexible		
Student-centered	democratic, responsive	student opportunity to learn, use of students' ideas			student-centered	indirect
Responsible	responsible	task-oriented	responsible		relevant	
Knowledgeable	broad			mastery of subject	informative, knowledgeable	
Original	original		imaginative		creative, innovative	
Systematic	systematic	organized, businesslike	businesslike, systematic	management, organization of course	organized	

TABLE 2
RECORD BY SCHOOLS
INSTRUCTORS BEGINNING AND COMPLETING THE STUDY

Schools	Beginning		Completing				Total	
	Pipers No.	Controls No.	Pipers No.	%	Controls No.	%	Completing No.	%
I	3	3	3	100	3	100	6	100
II	2	2	2	100	2	100	4	100
III	2	2	1	50	1	50	2	50
IV	3	3	2	66.67	3	100	5	83.33
V	2	2	2	100	2	100	4	100
VI	2	2	2	100	1	50	3	75
VII	3	3	3	100	3	100	6	100
VIII	3	3	3	100	3	100	6	100
IX	1	1	1	100	1	100	2	100
X	2	2	1	50	2	100	3	75
XI	3	3	2	66.67	3	100	5	83.33
XII	3	3	3	100	3	100	6	100
XIII	2	2	2	100	1	50	3	75
XIV	3	3	3	100	3	100	6	100
	34	34	30	88.20	31	91.17	61	89.67

TABLE 3

NUMBERS AND PERCENTAGES COMPLETING EVALUATIONS BY SCHOOLS AND PERCEIVER GROUPS

School	% Reporting																				
	I 85%			II 81%			III 67%			IV 79%			V 85%			VI 93%			VII 75%		
	A B C			A B			A B			A B C			A B			A B			A B C		
Pipers	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c
Controls	7	9	8	7	5	2	4	6	5	5	4	3	4	5	2	4	5	7	8	7	4
Ex-Students	7	9	8	7	5	2	4	6	5	5	4	3	4	5	2	4	5	9	9	7	4
Ret'd Mail						2		1	2	1	2							1	1		
Students	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Self	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Peers	3	3	3	2	3	2	3	3	3	3	3	0	3	3	3	3	3	3	3	3	2
Administrators	2	2	2	2	2	2	2	2	2	2	2	1	3	3	2	2	2	2	2	2	2
Total	23	25	24	22	21	17	20	22	21	21	19	15	20	21	18	20	21	23	24	22	19
Evaluators	23	25	24	22	21	17	20	22	21	21	19	15	20	21	18	20	21	23	24	22	19
% Ex-Students	76	80	80	70	50	20	40	60	50	50	40	30	40	50	20	20	20	70	80	70	40
% Ret'd Mail						20		10	20	10	20							10	10	0	
% Evaluating	88	96	92	88	81	65	77	85	81	81	73	61	77	81	69	77	81	88	92	85	73

School	% Reporting																				
	VIII 83%			IX 77%			X 77%			XI 74%			XII 80%			XIII 78%			XIV 73%		
	A B C			A			A B			A B C			A B C			A B			A B C		
Pipers	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c
Controls	4	1	7	8	7	7	6	6	3	7	6	4	2	5	3	6	8	6	6	5	5
Ex-Students	4	1	7	8	7	7	6	6	3	7	6	4	2	5	3	6	8	6	6	5	5
Ret'd Mail	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Students	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Self	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Peers	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Administrators	2	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Total	20	17	22	24	23	23	18	22	19	19	22	19	16	21	19	21	23	22	22	21	15
Evaluators	20	17	22	24	23	23	18	22	19	19	22	19	16	21	19	21	23	22	22	21	15
% Ex-Students	40	10	70	80	70	70	60	60	30	70	60	40	20	30	30	60	80	60	60	50	30
% Ret'd Mail	10	10	0	0	0	0	0	10	0	10	10	0	10	0	10	10	0	10	0	20	50
% Evaluating	81	65	85	92	88	88	69	85	73	73	85	73	62	81	73	81	88	85	85	81	58

TABLE 4
ADMINISTRATOR EVALUATIONS: MEAN RATINGS, PIPERS AND CONTROLS

Characteristics	Mean	Std. Dev.	N	Group	Anova	
					F	Sig.
A. Kindly-Harsh	6.1833	1.0626	30	Piper	2.5260	.1173
	5.8065	.7711	31	Control		
	5.9918	.9376	61	Total		
B. Fair-Partial	6.2000	.9059	30	Piper	1.0053	.3201
	5.9677	.9031	31	Control		
	6.0820	.9045	61	Total		
C. Stimulating-Dull	6.1000	.9414	30	Piper	5.5578	.0217
	5.5323	.9393	31	Control		
	5.8115	.9754	61	Total		
D. Probing-Cursory	6.0862	1.1578	29	Piper	4.1710	.0458
	5.4655	1.1567	29	Control		
	5.7759	1.1890	58	Total		
E. Adaptable-Inflexible	6.0500	.9500	30	Piper	3.8133	.0566
	5.5484	1.0516	31	Control		
	5.7951	1.0262	61	Total		
F. Student-centered-Autocratic	5.8500	1.1608	30	Piper	3.8719	.0637
	5.2742	1.2168	31	Control		
	5.5574	1.2148	61	Total		
G. Responsible-Evading	6.4333	1.0646	30	Piper	3.4548	.0681
	5.8387	1.4047	31	Control		
	6.1311	1.2744	61	Total		
H. Knowledgeable-Limited	6.5667	.6397	30	Piper	5.5313	.0220
	5.9677	1.2446	31	Control		
	6.2623	1.0312	61	Total		
I. Original-Stereotyped	6.0167	.8558	30	Piper	10.0882	.0024
	5.0968	1.3442	31	Control		
	5.5492	1.2135	61	Total		
J. Systematic-Disorganized	6.3667	1.1366	30	Piper	3.6764	.0600
	5.7742	1.2704	31	Control		
	6.0656	1.2331	61	Total		

TABLE 5
SELF-EVALUATIONS: PIPERS AND CONTROLS COMPARED

Characteristics	Mean	Std. Dev.	N	Group	F-Test	Sig.
A. Kindly-Harsh	6.3000	.7022	30	Piper	.0414	.8395
	6.2581	.8932	31	Control		
	6.2787	.7986	61	Total		
B. Fair-Partial	6.3333	.8023	30	Piper	.7797	.3808
	6.1290	.9914	31	Control		
	6.2295	.9017	61	Total		
C. Stimulating-Dull	6.1000	.8449	30	Piper	.2210	.6400
	6.0000	.8165	31	Control		
	6.0492	.8252	61	Total		
D. Probing-Cursory	5.4667	1.3222	30	Piper	.1097	.7417
	5.3548	1.3051	31	Control		
	5.4098	1.3087	61	Total		
E. Adaptable-Inflexible	6.0000	.6433	30	Piper	.0191	.8905
	5.9677	1.1101	31	Control		
	5.9836	.9035	61	Total		
F. Student-centered-Autocratic	5.9333	.9803	30	Piper	.1794	.6734
	5.8065	1.3271	31	Control		
	5.8689	1.1615	61	Total		
G. Responsible-Evading	6.5172	.7378	29	Piper	5.4967	.0225
	6.0968	.6509	31	Control		
	6.3000	.7202	60	Total		
H. Knowledgeable-Limited	6.3333	.7112	30	Piper	3.1926	.0791
	6.6129	.4951	31	Control		
	6.4754	.6220	61	Total		
I. Original-Stereotyped	5.8667	1.1958	30	Piper	.4117	.5236
	5.6774	1.1072	31	Control		
	5.7705	1.1459	61	Total		
J. Systematic-Disorganized	5.8333	1.3153	30	Piper	.2107	.6479
	5.9677	.9481	31	Control		
	5.9016	1.1359	61	Total		

TABLE 6
PEER EVALUATIONS: PIPERS AND CONTROLS COMPARED

Characteristics	Mean	Std. Dev.	N	Group	Freq.	Sig.
A. Kindly-Harsh	6.2766	.6411	29	Piper		
	6.1443	.8865	30	Control		
	6.2093	.7719	59	Total	.4284	.5154
B. Fair-Partial	6.2010	.7998	29	Piper		
	6.2553	.9069	30	Control		
	6.2286	.8490	59	Total	.0593	.8084
C. Stimulating-Dull	6.1255	.7211	29	Piper		
	6.1333	.8266	30	Control		
	6.1295	.7698	59	Total	.0015	.9693
D. Probing-Cursory	5.9603	.8260	29	Piper		
	5.7723	1.0361	30	Control		
	5.8647	.9355	59	Total	.5915	.4450
E. Adaptable-Inflexible	6.1617	.6088	29	Piper		
	6.1217	.7035	30	Control		
	6.1414	.6533	59	Total	.0545	.8162
F. Student-centered-Autocratic	6.1555	.6553	29	Piper		
	6.0223	1.1450	30	Control		
	6.0878	.8313	59	Total	.2979	.5873
G. Responsible-Evading	6.4941	.6766	29	Piper		
	6.3283	.8340	30	Control		
	6.4098	.7588	59	Total	.7004	.4061
H. Knowledgeable-Limited	6.4431	.6133	29	Piper		
	6.4500	.6215	30	Control		
	6.4466	.6122	59	Total	.0018	.9659
I. Original-Stereotyped	6.1124	.7448	29	Piper		
	5.9610	.9681	30	Control		
	6.0354	.8616	59	Total	.4511	.5045
J. Systematic-Disorganized	6.3445	.8476	29	Piper		
	6.3833	.8177	30	Control		
	6.3642	.8253	59	Total	.0821	.8584

TABLE 7
STUDENT EVALUATIONS: PIPERS AND CONTROLS COMPARED

Characteristics	Mean	Std. Dev.	N	Group	F-Test	Sig.
A. Kindly-Harsh	6.2010	.5507	30	Piper	.0873	.7687
	6.1574	.5992	31	Control		
	6.1789	.5715	61	Total		
B. Fair-Partial	6.1520	.5812	30	Piper	.0669	.7968
	6.1145	.5507	31	Control		
	6.1330	.5615	61	Total		
C. Stimulating-Dull	6.0883	.5961	30	Piper	.8025	.3740
	5.9529	.5846	31	Control		
	6.0195	.5893	61	Total		
D. Probing-Cursory	5.9707	.6262	30	Piper	.8145	.3705
	5.8165	.7045	31	Control		
	5.8923	.6662	61	Total		
E. Adaptable-Inflexible	6.1107	.4941	30	Piper	.0399	.8425
	6.0845	.5277	31	Control		
	6.0974	.5074	61	Total		
F. Student-centered-Autocratic	6.1653	.4910	30	Piper	.3926	.5333
	6.0829	.9346	31	Control		
	6.1234	.5111	61	Total		
G. Responsible-Evading	6.3147	.5752	30	Piper	.2055	.6520
	6.2503	.5330	31	Control		
	6.2820	.5505	61	Total		
H. Knowledgeable-Limited	6.6097	.4562	30	Piper	1.5476	.2184
	6.4610	.4766	31	Control		
	6.5341	.4688	61	Total		
I. Original-Stereotyped	5.9243	.5981	30	Piper	2.9369	.0918
	5.6374	.7033	31	Control		
	5.7785	.6642	61	Total		
J. Systematic-Disorganized	6.2323	.7448	30	Piper	1.4051	.2406
	6.0113	.7116	31	Control		
	6.1200	.7306	61	Total		

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 8 1979

CLEARINGHOUSE FOR
JUNIOR COLLEGES

TABLE 8
FORMER STUDENT EVALUATIONS: PIPERS AND CONTROLS COMPARED

Characteristics	Mean	Std. Dev.	N	Group	Anova	
					F	Sig.
A. Kindly-Harsh	5.9473	.8497	30	Piper	.0110	.9168
	5.9265	.7006	31	Control		
	5.9367	.7710	61	Total		
B. Fair-Partial	5.9853	.8742	30	Piper	.1242	.7258
	5.9119	.7497	31	Control		
	5.9480	.8073	61	Total		
C. Stimulating-Dull	6.0187	.7061	30	Piper	1.6446	.2047
	5.7510	.9000	31	Control		
	5.8826	.8194	61	Total		
D. Probing-Cursory	5.8547	.7595	30	Piper	.0861	.7702
	5.7997	.7035	31	Control		
	5.8267	.7260	61	Total		
E. Adaptable-Inflexible	5.9627	.7081	30	Piper	.9315	.3384
	5.7681	.8569	31	Control		
	5.8638	.7869	61	Total		
F. Student-centered-Autocratic	5.9163	.7525	30	Piper	.9436	.3353
	5.7035	.9441	31	Control		
	5.8082	.8549	61	Total		
G. Responsible-Evading	6.2230	.7151	30	Piper	.0329	.8567
	6.1916	.6350	31	Control		
	6.2070	.6701	61	Total		
H. Knowledgeable-Limited	6.6027	.6221	30	Piper	1.2018	.2774
	6.4229	.6574	31	Control		
	6.5113	.6413	61	Total		
I. Original-Stereotyped	5.8407	.7605	30	Piper	5.3569	.0241
	5.3129	1.0000	31	Control		
	5.5725	.9221	61	Total		
J. Systematic-Disorganized	6.1827	.7800	30	Piper	.0517	.8209
	6.1416	.6238	31	Control		
	6.1618	.6994	61	Total		